A STUDY OF SOCIO-LINGUISTIC ASPECTS OF THE ENGLISH LANGUAHE SKILLS AT SECONDARY SCHOOL LEVEL

Research Proposal

Submitted to

Swami Ramanand Teerth Marathwada University, Nanded

For the Degree of

Doctor of philosophy (PhD) in Education

Research student:
Masroor Jahan

Under the Guidance of
Dr.Tekale S.S
Research Guide in Education,
Indira Gandhi college of Education
Nanded.

RESEARCH CENTER
School of Educational Sciences
Swami Ramanand Teerth Marathwada University, NANDED
2022-2023

Contents

1.Introduction 3
1.1 English language skills..... 3
1.1.1 Communication Through Language 4
1.1.2 Language Skills..... 4
1.2 The importance of language skills..... 5
1.3 Sociolinguistics aspects..... 6
1.3.1 Aspects of language are Sociolinguistics interested in..... 6
1.3.2 Multilingual speech communities..... 6
2.Literature review..... 6
3.Need of research 12
4. Importance of research..... 12
5. Statement of the problem 13
6. Operational definitions..... 13
7. Objective of the study 14
8. Hypothesis of the study..... 14
9. Scope of research 15
10. Limitations/ Delimitations..... 15
11. Research method..... 15
12. Population and sampling 17
13. Data Collection Techniques 17
14. Tools of data collection..... 18
15. Statistical procedures 18
16. Timeline..... 19
References 20

Title:A study of Socio-Linguistic Aspects of the English language skills at Secondary school level.

1.Introduction

English is the language of global, cultural knowledge, trade and business, entertainment, and the press; thus, there are numerous incentives to study it. The English language is no longer considered to be the property of the Speech globe, but as a global commodity referred to as "English as a Global Language." In history's ever-expanding globalized world, the ability to talk in a second or third language has evolved into a crucial competency. A learner of a foreign language is considered proficient if he or her can use the term in a variety of situations, such as professional conferences and telephone conversations. Despite how long a l2 learners is exposed to the native tongue, he or she may struggle to communicate with the a native speaker in a range of social circumstances. Current methodologies and tactics for learning English as a second language emphasis English as a helpful instrument and global goods, as contrasted to a cultural enrichment.

In such a scenario, Communicative language instruction becomes vital. Consequently, the following are the core fundamentals of this technique: Languages is intelligibility; Students learn a new language through conversation; Fluency and accuracy are crucial for genuine and meaningful communication. This article seeks to examine sociocultural elements of secondary school English language abilities.**(Zhang and Wang 2016)**

1.1 English language skills

Language development requires the development of four main skills: attending, talking, reading, and producing. Reading, Talking, and Trying to write: As English instructors, we must understand how each of these abilities involves and how to teach these successfully. This chapter concentrates on four abilities and methodologies for developing them. To aid pupils in acquiring the five competencies listed below.**(Sadiku 2015)**

Fig 1: English language skills

Source: (efl, 2022)

1.1.1Communication Through Language

Humans are need to communicate each other. The language represents as the vehicle or medium for this transmission. Telecommunication enables the transmission of knowledge from one individual to another.**(Lunenburg 2010)**

1.1.2Language Skills

This may be accomplished in four distinct respects: by hearing, talking, studying, and writing. These are known as linguistic abilities.

Language learning requires mastery of the four language skills. We It is essential to keep in mind that communication is not a thing. It is a collection of abilities. To properly employ the vocabulary in our daily life, you must cultivate certain language ability.

Fig 2: Language skills

Source**:** self-study

Understanding or debating the grammar structure of a tongue in solitude or memorizing of textual content are ineffective. Help us use the words when necessary. Instead, consistent practise of the four languages may aid in our development. our language ability.**(Kumar, 2007)**

1.2The importance of language skills

Communication is vitally essential to your education: without that, you neither sound right or transmit your topic knowledge.

- You must improve your linguistic competence, notably your intellectual English;
- You must comprehend and create the most use of the learning resources;
- You must create subject-specific terminology and terminology.
- understand part and pick pertinent and acceptable information for responses
- compose projects that are organized and logically communicated, avoiding plagiarising
- Inform your instructors of your requirements.
- Collaborate well with other classmates.**(Moats 2020)**

1.3Sociolinguistics aspects

Sociolinguistics: The examination of the link underlying linguistics and society, as well as the usage of speech in multinational speaking groups. Psycholinguistics may assist us in comprehending why we talk in different social circumstances and in revealing the social bonds within a society.**(Zhan 2013)**

1.3.1 Aspects of language are Sociolinguistics interested in

- Understanding why folk's speech varies in multiple social circumstances.
- And the influence of social characteristics such as (alienation, social standing, age, gender, economy) on linguistic system (language families, registrations, styles, etc.), as well as the identification of the social forms of language and how they are utilised to express connotations..**(Rajend 2009)**

1.3.2 Multilingual speech communities

- Domains \s
- Setting\s
- Diglossia
- Polyglottism
- Code-changing
- Linguistic copying

2.Literature review

In this section, investigation on "A investigation of sociocultural characteristics of English speaking ability at the high school level" is presented. For research purposes, articles from 2010 to 2022.

Literature Map

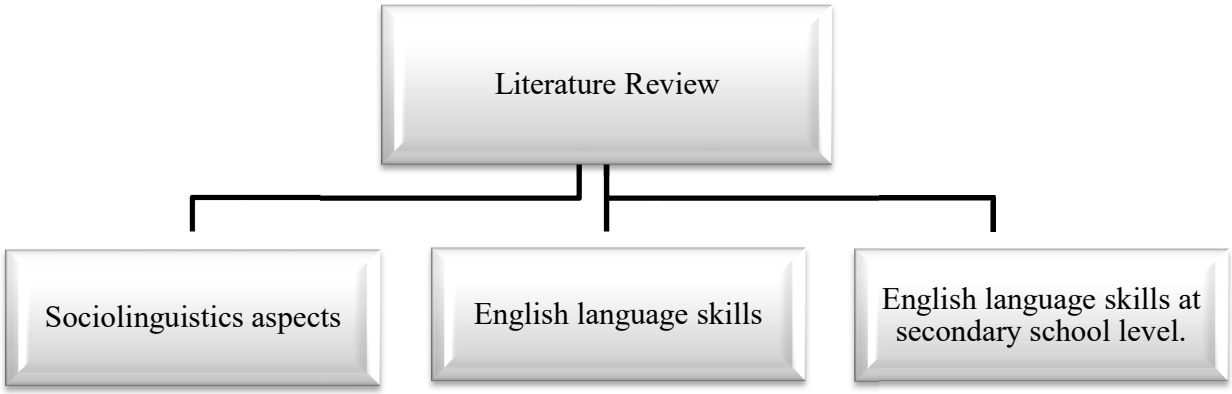

Fig 3: Literature Map

Recent study some areas as follows:

1. **Mohammad Ali, et.al (2016)**Evaluation of English Language Skills at Bangladesh's High Schools This research revealed that there has been a steady change in the evaluation process, and that instructors are attempting to employ customised evaluation tactics to stimulate student development. According to the participants in the survey, the present examination focuses mostly on writing and reading abilities. Nevertheless, for the general growth of linguistic abilities, it may be necessary to modify the intermediate English language curriculum in order to incorporate all four skills into the evaluation system. Additionally, improved learning possibilities for instructors ought to be viewed favourably. The research indicated that the current English evaluation method at the secondary level in Bangladesh does not align with the stated goals of English instruction. Although evaluation phase remains prevalent, standardized testing is steadily gaining ground.**(Ali 2016)**
2. **Nmadumelu Obi, et.al (2020)** Conducted study on, “applied linguistics and English language education and learning: a linguistics competency viewpoint" The use of a variety of instructional activities is intended to assist learners in becoming more efficient, proficient, and successful communicator in the chosen language. Instructors and books must emphasise to students that communication is constituted of more than simply grammatical and lexical components; rather, speech reflects the interpersonal environment and takes situational and social aspects into consideration while communicating. And linguistic anthropology ability is

a mixture of these aspects; thus, the development of sociocultural capability must be recognised as one of the most important educational objectives.**(Obi 2020)**

3. **Ahmad Faizin HS, et.al (2015)** Conducted study on, “incorporating approach to language into language education" This work examines the connection among applied linguistics and linguistic instruction. Some social aspects, including circumstance, setting, and social environment, have an influence on language instruction. It discusses the primary elements that determine linguistic choices and demonstrates how effectively modern instruction can take these into consideration. It also studies observable differences in the linguistic use of individuals from diverse backgrounds. Numerous connections exist between language education and psycholinguistics. Various societies variables influence languages instruction and l2 proficiency.**(HS 2015)**
4. **AlimsaidovaSayyoraAmideevna, et.al (2021)** Conducted study on, “"Fundamentals of the Development of Responds to the needs Competency in Secondary Students" On the foundation of the investigation, the article discloses and corroborates that the mastering of the researched instructional concepts by pupils is contingent upon the school's commitment to particular instructional and methodical pattern in the learning experience. This article examines the application of the primary theoretical regulations of classroom instruction - the fundamentals of the forming of linguistic knowledge pupils in high education (in the Uzbek language) - which contain the fundamental elements for that the instructional experience, its implies, and its organisational structures.**(Amideevna 2021)**
5. **Lana Hasanah, et.al (2019)** Conducted study on, “Linguistics Impact on the EducationalThe findings of "The use English as a Second Language (ESL): OGO's Perspective" indicate that now the incapacity of high school students to speak English is just not caused by gender, age, religion, or any other factor, but rather that these expression of regret as a result of such as the students' parents in working conditions and social class. Consequently, it is crucial for every families to assist their children's language development by giving study guides, time, as well as other options that may aid in the acquisition of English.**(Hasanah et al. 2019)**
6. **DeepikaAdhikari, et.al (2019)** Conducted study on, “Status of English language education at the school schools in light of a variety of school intervention" The current research aims to determine the quality of English language instructionState schools in Siliguri (West Bengal) having three unique exams (Civil services, CBSE), and board certification). For data

gathering, a survey approach and an inventories of observations were used. The result is that English instructors must keep aware of the most recent advancements in language instruction. Partnership between the school, instructors, families, and pupils improves the quality of English language instruction. The fundamental method of interaction and presentation of ideas and thoughts is language.India recognises two distinct official languages: Hindi & English. Since liberation, the English language has had a dominating role. Since the 1980s, there have significant efforts to include English language into the school process. English is taught in West Bengal's institutions as either a first or second and foreign language.**(Adhikari 2019)**

7. **Dicky kurniawan, et.al (2020)** Conducted study on, "A study of sociocultural competency in the speaking skill of 5th children at the CahayBangsa School. The results of this survey reveal that many pupils are fluent in English and how to talk, but not all students are proficient in speaking owing to Fear or Rarely Public Speaking in front of or in the presence of outsiders. What tends to make them speak well is the sociocultural factor that causes some students to communicate proficiently; it is this sociocultural cause that helps make their able to speak achievement good even though their society has been westernised or since they are immigrants from other nations, as well as the school community and native-speaking friends. The primary objective of this research was to assess the speaking ability of fifth-grade CahayaBukan Elementary Metropolitan pupils depending on sociocultural abilities.**(Dicky Kurniawan 2021)**
8. **Ofodu Graceful Onovughe, et.al (2012)** Conducted study on, "This research focuses on "Responds to the needs Inputs and English as a Second Language Classes" A survey-based study approach was used. All students in secondary school in Akure Local Govt, Ondo State, Nigeria, constituted the demographic. Six high schools were selected randomly, and 240 pupils in senior high school courses were chosen on purpose. For data gathering, a thirteen questionnaire designed to gather the necessary information on sociolinguistic input was utilised. The device's face and content correctness were verified. For data gathering,Only one Analysis of Differences (ANOVA), t-test, and Autocorrelation were employed as statistical tools. It was determined that the household remained a primary source and also the most powerful environment for language acquisition; consequently, mothers must concentrate

more attention to their children's word usage at home and offer all the essential encouragement.**(Onovughe 2012)**

9. **Carol Gibson,et.al (2004)** Conducted study on, “The importance of sociocultural origins of IELTS Sat prep program instructors at chosen Malaysian universities" This anthropological research concentrates on the lingual, social, and societal values that various educators brought to the IELTS Test practise school environment and incorporate into the education system in accordance with the requirements for IELTS Standardized testing and the academic and interpersonal language skills associated with it. We toured six institutes offering IELTS Test preparation courses. These included governmental and non-governmental institutions situated in the Kuala Lumpur metropolitan region and the province of Perak. Within certain organizations, 92 students filled out surveys and nine instructors were questioned. As undergraduate surveys were delivered by researchers in all sites except one, the number of responses was 90%. 47 of the these 92 students stated Bahasa Malaysia as their first dialect (the large percentage also spoke English), 30 tried to claim Chinese, Mandarin, or Cantonese as their primary dialect (the vast bulk also spoke English), and the remainder claimed a wide range of Tamil, Punjabi, Indonesian, Burmese, Persian, English (one professor), and Malaysian ethnocultural cultures.**(Swan and Gibson 2004)**
10. **Tamil Hossain,et.al (2018)** Conducted study on, “The Relationship of Secondary School Kids' English Language Proficiency to Gender and Social economic Level" The aims of the research were to determine the association among level of qualification and socioeconomic status of students at different levels, as well as the disparity among male and female pupils' levels of proficiency.200 samples (100 males & 100 female) high school pupils from various Aligarh Muslim University schools has been recruited for this objective.English has become the most important language on the planet due to its widespread use as a way to communicate. The English language is necessary for a better existence. Every elevated occupation requires proficient English communication skills. Therefore, the pupils aren't an exception. A solid command of the English language is necessary for academic success. In this context, a research was done to determine the degree of competency of secondary school pupils in connection to their genders and social situation.**(Hossain 2018)**
11. **SafinaKhansaDzakiyyah, et.al (2019)** Conducted study on, “We can infer from "The Significance of English Abilities for Students" that solid English language skills are very

advantageous for classmates both now and in the future whether they continue their studies at a greater level or enter a profession. Therefore, what else are you going to wait for? Let's continue improving our English skills when we are youthful and eager to learn. Start with little efforts, such as listening to English music, viewing English films with translations, or even playing English-language videogames. Then enhance it with additional sophisticated elements.**(Dzakiyyah 2019)**

12. **Tamer Mohammad Al-Jarrah, et.al (2019)** Conducted study on, "The Impact of Social Media in the Growth of School-Level English Language Writing Ability" This research exploredhow pupils saw Social Networking as a component of ease of its use, effectiveness, and attitudes towards the utilization of Social networks for conducting tasks, as well as the correlation between these aspects.The sample consisted of 132 chosen at random undergraduate college students. Utilizing SPSS version 24 and statistical tools, the data was gathered and analysed. It was observed that service quality has a significant impact on educational progress. English language comprehension skills. Since quite some time, social networks have been used for learning and teaching. Social networking as a teaching " network students to engage in self-study, communicate ideas, provide feedback, and complete projects to enhance their writing and grammar skills.**(Al-Jarrah et al. 2019)**
13. **M. Obaidul Hamid, et.al (2021)** Conducted study on, "A Critical Analysis of Speaking Plans and Policies in Bangladesh This section provides a historical reviewthe effects of English language education initiatives and government action in Bangladesh, drawing on critical views on applied linguistics and the communication government policy paradigm. It examines the causes that have shaped the regulations, as well as their execution and relatively disappointing results. The section presented the geopolitical and applied linguistics circumstances of Bangladeshi education and provides a historical review of English in educational policies from British colonial control through Pakistani rule to the comment era. The section next examines the state of English language education within the Bangladeshi school system and identifies the main players who have influenced English language teaching theory and legislation in Bangladesh.**(M. Obaidul Hamid 2021)**
14. **Chukueggu, Chioma O. C,et.al (2011)**Conducted study on, "Consequences for English Language Learning and Teaching in Africa" This research examines the significance of introducing secondary education pupils to sociocultural functional properties, which

represent the societal tasks they must perform using English. It underscores the fact that secondary school pupils in Nigeria lack both and spoken written English communication skills since they are not given human language use in the class. Further analysis of the sociocultural functioning factors discovered in three commonlyUsed English language programme textbooks in Nigeria found that all these preliminary topics are inadequately covered. Even a few mirrored examples also weren't properly examined. The researcher can conclude that these sociolinguist part of the restructuring must be included in English language textbooks as then instructors may teach those to their students.**(Chukueggu 2011)**

3.Need of research

The need of the research to investigate Sociolinguistics aspectspertaining to the English verbal skills at the school schools. The most essential part of psycholinguistics in language education is to equip students in secondary schools with the correct rules of speech and writing and to develop their linguistic anthropology consciousness, i.e., their understanding of the social economic variations across countries.

4.Importance of research

This study aims to measure the level of English proficiency attained by students in secondary school. The relevance of this study rests in its effort to identify the difficulties that are rampantly affecting the teaching and learning of English in high schools. English plays a significant role in training, government, economic and political connections, the law system, manufacturing, etc., and therefore serves as a gateway to socioeconomic progress, further schooling, and enhanced employment prospects. Code switching and code switching among English and Indian dialects are popular amongst urban Indian youth. It is disheartening that English remains to be identified with the wealthy, influential, and middle class. The goal of the Indian education systems should be to engage every Indian kid with the English language and guarantee that he or she attains a suitable degree of competence in order to eliminate prejudice based on a lack of English proficiency. English instruction and study in the 20th century is distinguished by the variety of institutions and language contexts, as well as the pervasiveness of classroom technology. Examining how a textbook is taught in order to maximize test performance.

5. Statement of the problem

Students in secondary school who are in the primary level of English do not reach the desired learning objectives in a variety of language skills. Consequently, it has become vital to determine the reasons of English-language learning impairments in pupils by analyzing their many characteristics. This is due to the fact that the English language is crucial to fulfilling the goals of the educational system and the scientific and practical development of humans. The purpose of this research was supposed to establish a connection among language learning capabilities and English language students' learning problems, as well as techniques for addressing them. In order to overcome these obstacles, it was important to seek the views of students, since doing so would result in a deeper grasp of the language and improved performance on the part of both the instructor and the student.

6. Operational definitions

- **Sociolinguistics aspects**

Psycholinguistics is the comprehensive study of the impact of any and everything societal elements, such as societal beliefs, expectancies, and environment, on the use of language, as well as the impact of vocabulary on society. It may intersect with the sociological of communication, that focuses on idiomatic social power.**(Mu'in 2019)**

- **Secondary school**

In the majority of countries, secondary school is accountable for the growth of young people during adolescent, their most accelerated time of physiological, cognitive, and social intelligence. At this educational level, particularly in the first cycles, attitudes and values acquired in primary school are ingrained more deeply, coupled with the acquisition of knowledge and skills.**(UNICEF 2018)**

- **Language skills**

Language skills are the qualities that allow you to interact with people and convey your ideas clearly. These abilities provide structure and significance to the information you want to express to the audience. Reading, writing, listening, and speaking are the four fundamental abilities of

basic language literacy. People frequently employ a mix of these talents at the same time while talking.**(FEMA 2014)**

7. Objective of the study

- To study the present status of English Language skills of secondary school level.
- To study the Socio-linguistic aspects of English language learners at Secondary School level.

- To study the socio-linguistic behavior of the secondary school level.
- To demonstrate the people's perceived English skill.
- To study the Socio-Linguistic aspects of teaching practices of English Language Skill development at secondary school level.

8. Hypothesis of the study

Objective 1: To study on Sociolinguistics aspects of secondary school in English skills.

- H_{10}: There is less study on Sociolinguistics aspects of secondary school in English skills.
- H_{11}: There is more study on Sociolinguistics aspects of secondary school in English skills.

Objective 2: To develop a sociocultural view of English language acquisition.

- H_{20}: There are less sociocultural perspectives on English language acquisition.
- H_{21}: A linguistics viewpoint of English language acquisition is increasingly developed.

Objective 3: To study the sociolinguistic behaviour of the secondary school level.

- H_{30}: There is less sociolinguistic behaviour of the secondary school level
- H_{31}: There is more sociolinguistic behaviour of the secondary school level

Objective 4: To demonstrate the people's perceived English skill.

- H_{40}:There is less demonstrate the people's perceived English skill.
- H_{41}:There is more demonstrate the people's perceived English skill.

9. Scope of research

The present study aims to identify issues in all four dimensions (having to listen, trying to speak, trying to read, and trying to write) of the instruction and learning of the English language in high schools, as well as propose possible solutions for these issues so that the learning and instruction of English at that level in the aforementioned school systems can be increased. Will be use in awareness of Sociolinguistics aspects.

10. Limitations/ Delimitations

Limitations:

- The data-gathering tool was developed by the researcher.

Delimitations:

The findings are limited by the fact that it was conducted with nineth and tenth grade students. During the second semester of 2022/23, the study tools were implemented in primary schools within the Second Directorate of Education in Irbid Governorate. The study results are also restricted by the instrument's validity and reliability.

11. Research method

The purpose of this study was to investigate, from the perspective of English language learners (ELLs), the connection between the various aspects associated to English language learning and ELLs' language ability. This study includes information of the study's design and methodology. This information is organised according to the following structure: a) data, including research context, sample size, and respondents; b) instruments; c) data collection technique; d) variables and measurements; and e) data analysis procedure.

This research includes a full discussion of the research's scientific concepts. A full description of the environment and the sample population is provided, accompanied by a description of the methods. An overview of the procedure of data collection is provided.

The sociolinguistic aspects of a learner's education influence their views on language and culture. Consequently, it is critical to determine the sociolinguistics background of learners, people's attitudes toward different language, and the amount of outdoor sources to such language groups

of secondary school. The study also aimed to understand the learner's motivations, attitudes, expectations, challenges, assumptions, and learning habits in relation to and in relation to mother language and English.

- **Data Collection Methods**

There are several data gathering techniques used in mixed method research, including quantitative close ended questionnaires such as the red scale measuring questionnaire and qualitative open ended semistructure interview questionnaires, focused group study & observations, text or visual analysis.

We employed both primary & secondary data in our study.

Secondary data was used to get a comprehensive grasp of the study issue and to develop the questionnaire. Textbooks, online journal, newspaper, & magazines are all being used as resources.

- **Sources for data collection**

The researchers collected the relevant material for such inquiry from both secondary and primary sources.

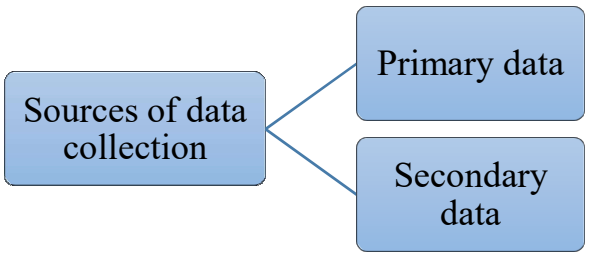

Fig 4: Data collection sources

(Sources: Self study)

- **Primary Data**

Primary data refers to information collected directly by the researcher.for example, Surveys,Interviews, Observation,focus group.

- **Secondary Data**

Secondary data refers to information collected by someone else in the previous.for example, Books Newspapers and Magazines,Govt.Publications, Previous Investigation, Journal.

12. Population and sampling

Due to the relatively vast size of the target group, stratified randomization was the most acceptable strategy for obtaining a representative group. The samples were collected from a school in Nanded district. Specifically, English Medium Colleges, Non-English Speaking Schools, and Special Education or Minority School systems.

This authors of the study sample comprised of persons, namely high school pupils. 200 students answered to the surveys in all. The students' ages ranged from 11 to 16 years old.

- **Sampling Techniques:** - For sample selection, the researcher employed Simple Random Sampling approaches.
- **Sample Size:**English language learners study in a vast array of venues, every one of which presumably caters to a distinct sort of learner. When seeking to draw conclusions and generalisations, the study context is therefore a crucial factor to consider.

Sample size has been selected with the help of sample size formula.

N = Population Size (1250000000)

e = Margin of error (0.05)

z = z-score (1.96)

p = Population proportion (it has been taken as 50%)

According to the aforementioned calculation, the minimum sample size will be determined to be 385.

13. Data Collection Techniques

To collect the information necessary to accomplish the aim, used theMethodology of Primary Data Gathering and Technique of Secondary Information.

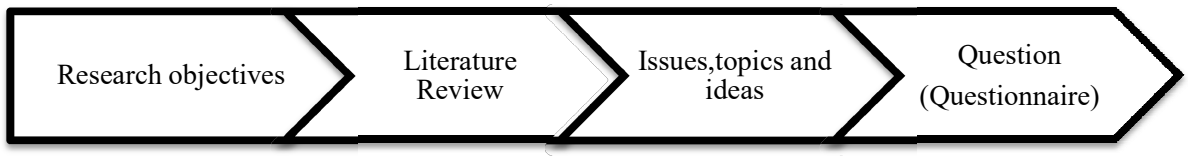

Fig 5: Data collection path

Source: (Self-study)

There are several data gathering techniques used in mixed method research, including quantitative close ended questionnaires such as the red scale measuring questionnaire and qualitative open ended semi-structure interview questionnaires, focused group study & observations, text or visual analysis.

We employed both primary & secondary data in our study.

Secondary data was used to get a comprehensive grasp of the study issue and to develop the questionnaire. Textbooks, online journal, newspaper, & magazines are all being used as resources

14. Tools of data collection

Since this was a non - probability sampling technique, mass data gathering were necessary. As a result, it was decided to use structured questionnaires to gather information on certain variables.English-only tools are built for with this intent. i.e questionnaire for the secondary school level learner.

As a result, questionnaires were prepared or sent to secondary school level students in order to gather data.

15. Statistical procedures

Since research gathered both qualitative and quantitative data for analysis and interpretation, so first we quantified the most of qualitative information and then did descriptive analysis for result interpretation.

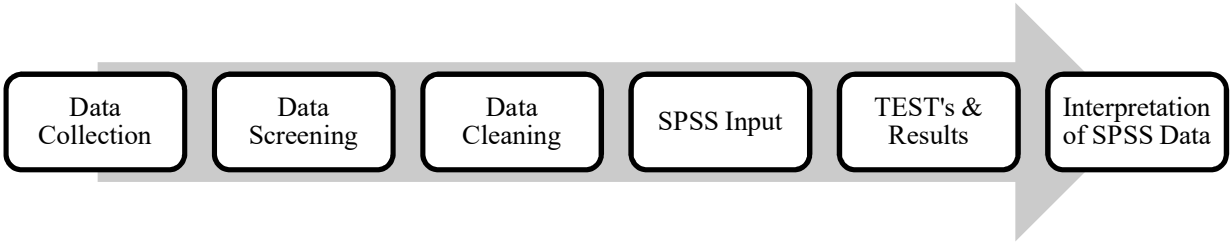

Fig 6: Flow plan for data Analysis

Source: (Self-study)

In this study, we use SPSS and Microsoft excel for the data analysis and presentations for making a model we use SPSS representations of variables and organizations. In SPSS, we used Cronbach's Alfa test for data reliability and then we have performed statistical test to get results for hypothesis to achieve.

For our hypothesis testing we Build a regression model for our hypothesis for testing level of significance. We use SPSS for our data analysis process in which first, we collect our data from structured questionnaire and then we process that data in SPSS then we generate our variables.

References

1. Swan, A., & Gibson, C. (2008). The significance of sociolinguistic backgrounds of teachers of IELTS Test preparation courses in selected Malaysian institutions. In *IELTS Research Reports* (Vol. 8).
2. Hossain, T. (2018). *A Study of English Language Proficiency Level among the Secondary School Students in Relation to Gender and Socio-economic Status*. *8*(9), 310–321.
3. Dzakiyyah, S. K. (2021). *The Importance of English Skills for Students The Importance of English Skills for Students SafinaKhansaDzakiyyah Statistics DepartementInstitutTeknologiSepuluhNopember Surabaya*. *November*.
4. HS, A. F. (2019). Sociolinguistics in Language Teaching. *Mabasan*, *9*(2), 66–77. https://doi.org/10.26499/mab.v9i2.159
5. Al-Jarrah, T. M., Al-Jarrah, J. M., Talafhah, R. H., &Mansor, N. (2019). The Role of Social Media in Development of English Language Writing Skill at School Level. *International Journal of Academic Research in Progressive Education and Development*, *8*(1), 87–99. https://doi.org/10.6007/ijarped/v8-i1/5537
6. Ali, M. (2016). Assessment of English Language Skills at the Secondary Level in Bangladesh. *The Journal of EFL Education and Research*, *1*(1), 1–7.
7. Tetiana, K. (2022). *Sociolinguistic aspects of the foreign students ' motivation to learn languages (sociolinguistics of modern english) a iryna sociolinguistic aspects of the foreign students ' motivation to learn*. *June*.
8. Amideevna, A. S. (2021). "Principles of the Formation of Sociolinguistic Competence of Students of Secondary Schools (With the Uzbek Language of Instruction)." *Psychology and Education Journal*, *58*(1), 5339–5346. https://doi.org/10.17762/pae.v58i1.2134
9. *Language in education : sociolinguistic aspects in black africanmgh schools in eshowe district by berringtonxolanisiphosakhentombelaba (HODS) (UZ), B Paed (UZ), SSTD (UZ) A dissertation submitted to the Faculty of Arts , University of Zululan*. (2002). *May*.
10. Hasanah, L., Pradina, S., Hadita, A., &Putri, W. C. (2019). Sociolinguistic Influence in the Use of English as a Second Language (ESL) Classroom: Seeing from Onovughe's

(2012) Perspective. *Elsya : Journal of English Language Studies*, *1*(1), 28–32. https://doi.org/10.31849/elsya.v1i1.2538

11. Adhikari, D. (2019). Status of English language teaching in secondary level under different school interventions. *Journal of NELTA*, *24*(1–2), 162–177. https://doi.org/10.3126/nelta.v24i1-2.27686
12. Chukueggu, C. (2011). An Analysis of Sociolinguistic Functional Elements in the English Language Course Books: Implications for English Language Teaching/Learning in Nigeria. *African Research Review*, *5*(4), 308–315. https://doi.org/10.4314/afrrev.v5i4.69285
13. Onovughe, O. G. (2012). Sociolinguistics inputs and English as second language classrooms. *English Language Teaching*, *5*(8), 157–163. https://doi.org/10.5539/elt.v5n8p157
14. Two, C., Council, B., April, S. B., English, C., Cpd, H., Chowdhury, F., Chowdhury, R., Kabir, A. H., Hamid, M. O., Erling, E. J., Islam, M. M., Islam, R., &Pouezevara, S. L. (2014). *Higher Education in Bangladesh : Diversity , Quality and* (Vol. 9, Issue November). https://doi.org/10.1007/978-3-319-22464-0
15. FabianaMeijonFadul. (2019). *Sociolinguistics and english language teaching and learning: a perspective of sociolinguistic competence*. *9*(4), 8–15.
16. Danilo Gomes de Arruda. (2021). *An analysis of sociolinguistic competence in students speaking performance at the fifth grade at cahayabangsa school*. 6.

Research Guide

DR.Tekale S.S

Research Scholar

Masroor Jahan